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ABSTRACT

The document describes social studies and history courses offered in the junior high and senior high schools of Henry County, Tennessee. The syllabi were developed as part of a Teacher's Corps Demonstration Project. The overall objectives of the syllabi are to inform students and parents of the minimum competencies expected in social studies and history courses at each grade level and to help students achieve course objectives. Course syllabi are categorized by grade level: Tennessee History (grade 7), United States History (grade 8), Civics (grade 9), World Geography (grades 10-12), Economics (grades 10-12), and American History (grades 11-12). For each course, information is presented on general overview, objectives, student requirements, learning activities, learning materials, community resources, prerequisites, and time required. Students are involved in a wide variety of activities, including identifying Indian tribes in Tennessee, listing tourist attractions, and identifying famous Tennesseans (grade 7); presenting reports on famous people (grade 8); giving examples of civic duties (grade 9); and preparing time lines on various topics, writing research papers, and preparing audiovisual materials to accompany class work (grades 10-12). (DB)

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COURSE SYLLABI: HIGH EXPECTATIONS...HIGH ACHIEVEMENT.

SOCIAL STUDIES (and) HISTORY.

Murray State University/Henry County Public Schools
Teacher Corps Project

P.O. Box 47, Paris, Tennessee 38242

Fall 1980

SO 013 572

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United States History:	Grade 8
Civics:	Grade 9
World Geography:	Grade 10-12
Economics:	Grade 10-12
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American History:	Grade 11-12

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TO STUDENTS AND PARENTS,

You have in your possession a course syllabus which is one of over eighty-one written by teachers in the 1979-80 School Year as part of the Teacher Corps Demonstration Project. Syllabi were written for most subject areas taught in grades seven through twelve in Henry County.

A syllabus is a concise statement or outline of a course of study. Each syllabus written in this program contains a general course description followed by general and specific objectives. The general objectives state in broad terms what is to be taught in the course, while the specific objectives indicate ways the student must demonstrate what he or she has learned. Student requirements, basic learning activities, learning materials and community resources are also described. Of special importance are the sections dealing with how performance is measured, evaluated, and reported to students and parents.

The overall intent and basis of the syllabus program are to assist students in achieving at least a minimal competency in the subjects being taught in the schools. The written syllabi are a major step forward in helping students achieve success in their studies, since they provide specific descriptions of what is to be learned and at what level the student is expected to perform. The program in effect is saying, *"Let us inform both the students and the parents of what specifically is required at each grade level and in each subject taught in the Henry County School System and then develop ways to help students achieve these goals."* Because when goals are precisely written and further refined into instructional objectives, then learning activities designed to assist the student are more focused and on-target. Instruction improves when the purposes of the course are thought-out and clearly stated. Progress accelerates when the student's performance is based upon behaviorally stated objectives, and this performance is measured and reported.

It is important to note that the Syllabi are only a *first step* in creating an Improved School Climate--which is one of the *major* goals of the Teacher Corps Project. Teachers, students, and parents must yet find additional and unique ways to help each person achieve the various competencies. Much of this however will come through application as teachers think of new ideas while refining old ones. Thus this Project will be a success if the syllabi are but a *starting point* of thoughtful and creative involvement by the teachers and students in on-going curriculum development.

This Project is not without its imperfections. No project is. For example, in our Project better measurement instruments need to be written as well as finding new ways of evaluating student performance. Yet, we are proud of what has been accomplished and feel the basic curriculum pattern is reflective of the concerns of society and the realities of the times in which we live. Perhaps the great strength of this Project is to be found in the fact that teachers from the Henry County School System developed and wrote each syllabus. They deserve a *special* thanks.

GOOD LUCK!

J. C. Hainsworth

Dr. Jerome C. Hainsworth
Project Director and
Professor of Education
Murray State University
Murray, Kentucky

NOTE: It is important to realize that a program entitled Student Expectations has been written for assisting students in grades K-6 in achieving at least a minimal competency in Mathematics, Language Arts, and Reading. The Student Expectations Program and Syllabus Program are a coordinated curriculum effort that has the potential of impacting the basic instructional program in Henry County in a positive way.

HENRY COUNTY PUBLIC SCHOOLS STUDENT EXPECTATIONS
Paris, Tennessee

DEPARTMENT: History GRADE LEVEL: 7

COURSE TITLE: Tennessee History

COURSE DESCRIPTION:

Prerequisites: 6th grade History

Credits: 1 unit

COURSE OBJECTIVES:

General: By the end of the school year, students should gain:

1. Knowledge of geography of Tennessee and basic map, globe, and graph skills.
2. Basic knowledge of history of Tennessee and famous personalities of Tennessee.
3. Basic knowledge of economic processes in America as they apply to Tennessee.
4. Basic knowledge of State, Local, and Federal Government.
5. Impact of different cultures on the State of Tennessee.
6. Exploration of job and career opportunities in Tennessee.

Specific:

1. Locate and list the 3 natural regions of Tennessee.
2. Recognize the 3 major rivers in the State of Tennessee and relate the importance of these rivers to the growth, exploration, and development of the state.

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Specific: continuation

3. Compare the size and geographical location of Tennessee to the surrounding eight states.

4. List the three basic reasons for using maps (classroom).
   1. direction 2. location 3. distance

5. List and identify the 4 basic classroom maps.
   1. political 2. physical 3. globe 4. physical-political

6. Relate the principles of using latitude - longitude lines in locating grid readings on maps or globes.

7. Be able to draw and interpret line and bargraphs of average rainfall and temperature readings in Tennessee.

8. Identify three Indian tribes found in Tennessee and locate the geographical area each inhabited.

9. Students should be able to list major events in chronological order leading to the early settlement of Tennessee.

10. Given a list of famous Tennesseans, students should be able to identify them with 75% accuracy.

11. Students should be able to list five contributions T.V.A. has made to Tennessee and the nation with 80% accuracy.

12. List four major tourist attractions in the state and relate their economic impact on the Tennessee economy with 75% accuracy.

13. Students should be able to identify the three levels of government with 100% accuracy.

14. Student should be able to list three qualifications for the offices of President, Vice-President, Senate and House of Representatives.

Specific: continuation

15. Student should be able to explain the significance of the Bill of Rights as they relate to our personal rights.

16. List the three branches of Tennessee government and their functions.

17. List three qualifications for the Governor of Tennessee

18. List three important cultural groups found in Tennessee and contributions of each.

19. Students should be able to identify five career opportunities in the immediate area of Henry County.

20. Students should be able to identify and explore the first four job clusters.

COURSE ACTIVITIES

Course Requirements:

1. A student must turn in a book report every six weeks.

2. Students are expected to meet and pass all course objectives.

Student Responsibilities:

Each student is responsible for:

1. Meeting all course objectives
2. Completing all assignments on time.
3. Bringing a notebook, pencil and textbook to class every day.

Learning Activities:

During the schoo year, the following learning activities will be used:

1. Role playing
2. Class discussion
3. Large and small group discussion
4. Filmstrips and records
5. Lecture
6. Book reports
7. Field trips

Time Frame:

During the first semester, map reading, Indian culture and the history of Tennessee up until 1900 is taught.

During the second semester, the student is exposed to a more in-depth view of the Civil War. He/she also studies local, state and federal governments, Tennessee in the 20th century, particularly TVA and its effect on Western Tennessee. At the close of the semester, a unit is taught on career orientation.

LEARNING MATERIALS

Textbook: Your Tennessee by Jessie Burt, published by the Steck-Vaughn Company

Supplementary Reference Material:

This Is Tennessee by Mary Rotroch

Supplies and Equipment:

1. Master sheets that accompany the textbook
2. Workbooks

Media Materials:

1. Filmstrips and filmstrip projector
2. Records and record players
3. Overhead projector
4. Microfiche and microfiche reader
5. Maps and globes

COMMUNITY RESOURCES

1. Various speakers from the community
2. Field trips to different industrial sites

EVALUATION

Evaluation is a measure of the degree to which a student meets requirements and objectives of the course. A student's grade is based on the following activities:

1. Score obtained on tests count 40% of the grade.

2. Daily grades account for the remaining 60% of the grade.

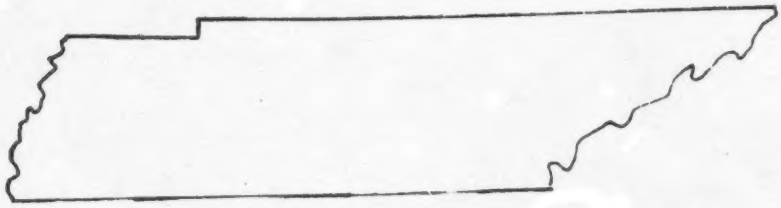
Students may add extra points to their grades through book reports and by participating in the Newsweek Games sponsored by WLAC T.V. in Nashville.

REPORTING TO PARENTS

Informing parents of student progress is done through report cards, deficiency forms, projects returned, phone calls and conferences. Report cards are sent out every six weeks. Deficiency forms, when appropriate, are sent to parents approximately mid-way between grading periods. Phone calls and conferences are used as needed to inform parents of special problems or activities.

1. Using an outline map of Tennessee, label the six natural regions of Tennessee.

2. Using an outline map of Tennessee, label the three principal rivers in Tennessee.



3. Name the major city located on the Mississippi River.

_____

4. Name the two major cities located on the Tennessee River.

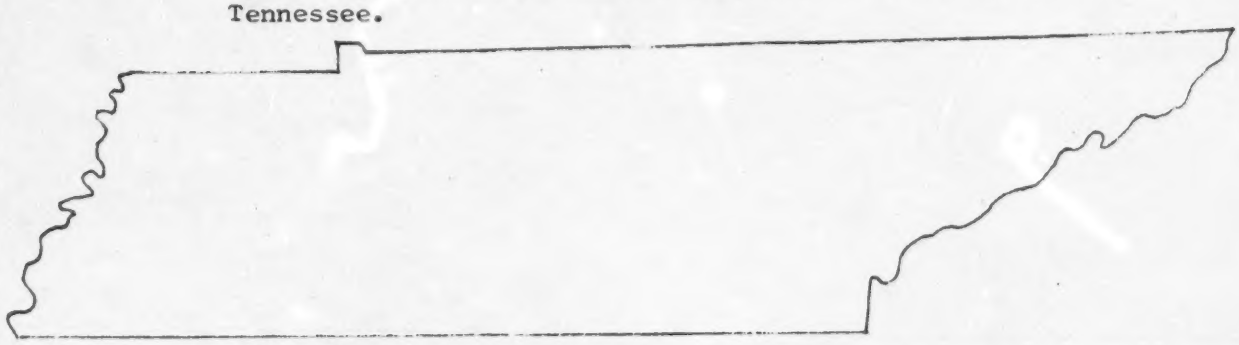
_____, _____

5. Name the major city located on the Cumberland River.

_____

6. Trace the river routes used by the settlers of the Cumberland.

7. Trace the river routes used by many settlers of Pennsylvania, North Carolina and Virginia in reaching West Tennessee.



8. List the eight states that border Tennessee. _____,

_____, _____, _____,

_____, _____, _____,

_____

9. Traveling from North to South, Tennessee is _____

(a) 50 miles across (b) 200 miles across (c) 106 miles across.

10. Traveling from East to West, Tennessee is _____
(a) 350 miles in length (b) 432 miles in length (c) 500 miles in length.

11. List the three basic reasons for using maps.

(1) _____

(2) _____

(3) _____

12. List the four basic classroom maps. (1)_____,

(2)_____, (3)_____, (4)_____

13. Maps that show nations, states and boundaries are called ____

(a) physical maps (b) political maps (c) globes

14. Maps that show land terrain and elevations are called _____
(a) physical maps (b) political maps (c) physical-political maps (d) two of these (e) none of these.

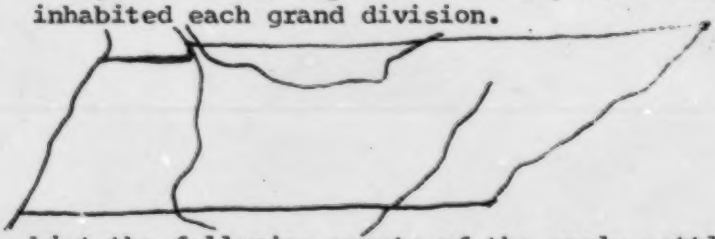
15. Using a scale drawing of a globe, give grid readings of three pre-determined locations.

16. Using the following information draw a bar graph showing the variations of rainfall. (1) January - 5 in.
(2) February - 3.50 inches (3) March - 6 inches
(4) April 4.75 inches (5) May-3.00 inches
(6) June - 2.25 inches

17. List the three major Indian tribes found in Tennessee.

(1)_____ (2)_____ (3)_____

18. Using an outline map of Tennessee, label the tribes that inhabited each grand division.



19. List the following events of the early settlement of Tennessee in chronological order.

____ A. Nashville settlers signed the Cumberland Compact.

____ B. Charles Charleville set up trading post near Nashville site.

____ C. France surrendered to Great Britian all land East of the Miss. River.

____ D. DeSoto entered the Tenn. region.

____ E. The Watauga Ass. set up a constitutional government, the first West of the Alleghenies.

____ F. Tenn. became the 16th state on June 1.

____ G. Three counties in Eastern Tenn. established the state of Franklin.

20. Identify the following famous Tennesseans.

A. John Sevier_____

B. James Robertson_____

C. Davy Crockett_____

D. Sam Houston_____

E. Andrew Jackson_____

F. Andrew Johnson_____

G. James K. Polk_____

H. Alvin C. York_____

I. Cordell Hull_____

J. Tidence Lane_____

K. Lois DeBerry_____

L. Wilma Rudolph_____

M. Sequoyah_____

N. Estes Kefauver_____

O. Frank Clement_____

P. Howard Baker_____

Q. Elvis Presley_____

21. List 5 contributions TVA has made to Tenn. and the nation.

(1)_____, (2)_____, (3)_____,

(4)_____, (5)_____

22. List 4 major tourist attractions in Tenn. (1)_____,

(2)_____, (3)_____, (4)_____

23. The No. 1 tourist attraction in Tennessee is: (a) Kentucky Lake, (b) Opryland, (c) Smokey Mountains. _____

24. List the three levels of government. (1)_____,

(2)_____, (3)_____

25. List three qualifications for the Office of President.

(1)_____ (2)_____

(3)_____

26. List three qualifications for a U.S. Senator.

(1)_____

(2)_____

(3)_____

27. List three qualifications for a U.S. Congressman.

(1)_____

(2)_____

(3)_____

28. List four of the five freedoms mentioned in the First Amendment.

(1)_____

(2)_____

(3)_____

(4)_____

29. Explain the purpose of the Bill of Rights as it relates to each U.S. citizen.

_____

_____

_____

30. List the three branches of Tennessee government.

(1)_____ (2)_____ (3)_____

31. List three important cultural groups found in Tennessee and one major contribution of each.

(1)_____

(2)_____

(3)_____

32. Briefly explain the function of each branch of state government.

(1)_____

(2)_____

(3)_____

33. List three qualifications for the governor of Tennessee.

(1)_____

(2)_____

(3)_____

34. List five occupations in Henry County requiring professional training.

(1)_____, (2)_____, (3)_____

(4)_____, (5)_____

35. List five skilled jobs to be found in Henry County.

(1)_____, (2)_____, (3)_____

(4)_____, (5)_____

36. List three non-skilled jobs in Henry County. (1)_____,

(2)_____, (3)_____

37. Classify the following jobs into the four job clusters.

_____ A. Feed-mill operator

_____ B. Grain buyer

_____ C. Bulldozer operator

_____ D. Secretary

_____ E. TV repairman

_____ F. Land surveyor

_____ G. Receptionist

_____ H. Telephone operator

_____ I. Disc jockey

_____ J. Forest ranger

HENRY COUNTY PUBLIC SCHOOLS STUDENT EXPECTATIONS
Paris, Tennessee

DEPARTMENT: History GRADE LEVEL: 8

COURSE TITLE: United States History

COURSE DESCRIPTION

Prerequisites: Tennessee History

Credits: 1 unit

Fees: None

Narrative Description: Discovery and settlement of the United States until modern times.

COURSE OBJECTIVES

General:

1. To inform students of the previous Indian cultures of the United States.
2. To enlighten students on exploration and discovery of America.
3. To study the economic vs. political forces in America during the Constitutional and Colonial period.
4. To examine U.S. Foreign Policy and the emerging of the U.S. as a world power.
5. A study of America in modern times.

Specific:

1. Name and identify the 5 major Indian cultures of the U.S. (New World) and their major contributions in the fields of language, food, customs and inventions.

Specific: continuation

2. Name and recognize the major European Explorers and their discoveries (in the New World).

3. Identify the 3 major reasons for European exploration in the New World.

4. Define the various ways the French, Spanish, and English made a living in the New World during the Colonial period.

5. Describe the development of social classes in the Colonial period.

6. Identify the causes of the American Revolution.

7. Name and relate the events that led to the constitutional convention.

8. Identify the compromises that led to our present constitution.

9. Recognize the major political parties and why they were formed.

10. Describe how industrialization affected American Foreign Policy.

11. Name and identify the causes of W.W.I. and W.W.II.

12 Explain U.S. recent attempts to contain communism in the world.

COURSE ACTIVITIES

Course Requirements: To pass a pretest and post-test covering each historical period covered in the classroom with an eighty percent accuracy. To make a passing grade each six weeks based on the Board of Education's grading policies for the school.

Student Responsibilities:

1. To come to class with paper, pencil, textbooks, etc.
2. To cooperate with the teacher and fellow students
3. To maintain an honor system in testing situations
4. To make a high passing grade in the class

Learning Activities:

1. Reports on famous peoples and places
2. Films, filmstrips, cassettes sessions
3. Discussions
4. Questions and answering sessions
5. Field trips
6. Social studies games
7. Plays
8. Debates

Time Frame: 35 minutes

LEARNING MATERIALS

Textbook: Free and the Brave

Supplementary Reference Materials:

1. T.V. News games
2. Current event periodicals
3. Television
4. Social Studies activity sheets

Supplementary Reference Materials: continuation

5. General reference books
6. Art work and oral history

Supplies and Equipment List:

1. Filmstrips, projector, tapes
2. U.S. & world maps, globe
3. Cassettes, cassette player, screen
4. History bingo
5. Supplementary social studies worksheets
6. Exhibits
7. Foods (ethnic contributions)
8. Paintings, sketches
9. Clothing denoting historical period
10. Music - records, tapes, song lyrics, emphasizing various historical periods
11. Social studies puzzles
12. Bulletin boards

MEDIA MATERIALS

1. Radio - news programs
2. TV news games
3. Newsletters, posters
4. Community charitable projects

MEDIA MATERIALS continuation

5. Town meetings
6. Roles playing (various officials)

COMMUNITY RESOURCES

1. Guest speakers - specific areas
2. Land Between Lakes field trips
3. Fort Donelson (Civil War Park) field trip
4. Local library
5. Local governmental agencies
6. Other natural history resources

EVALUATION

Evaluation is a measure of the degree to which a student meets requirements and objectives of the course. Evaluation in this course will be as follows: Each student take a pre-test for each historical period. Each student pass the same test as a post-test with an eighty percent accuracy covered in class. Students make a passing score each six weeks.

REPORTING TO STUDENTS AND PARENTS

Annual reports to parents and students via:
- telephone conversations
- report cards
- achievement or performance certificates
- home notices forms
- local newspapers emphasizing the awards

UNIT I - DISCOVERY PERIOD

_____1. The two continents of North America and South America are known as (a)Asia Minor, (b)the Far East, (c) the Western Hemisphere, (d) Antarcticia.

_____2. The Aztec Indians lived in the land that is now called (a) Peru, (b) Mexico, (c) Alaska, (d) Haiti.

_____3. The first explorer to find an all-water route to India was (a) Vasco da Gama, (b) Bartholomeu Dias, (c) Christopher Columbus, (d) Ferdinand Magellan.

_____4. The Line of Demarcation divided the New World between Spain and (a) Portugal, (b) France, (c) Italy, (d) England.

_____5. The English sea dogs who sailed along the Pacific Coast of the New World, capturing Spanish treasure ships, was (a) Walter Raleigh, (b) John Cabot, (c) Humphrey Gilbert, (d) Francis Drake.

_____6. The discoverer of the St. Lawrence River was (a) Jacques Cartier, (b) Robert La Salle (c) Louis Joliet, (d) Samuel Champlain.

UNIT II - THE PERIOD OF COLONIZATION

_____7. The first permanent English settlement in the New World was located at (a) Jamestown, (b) Phymouth, (c) Atlanta, (d) Philadelphia.

_____8. A colony that was not established by a proprietor or proprietors was (a) Pennsylvania, (b) Maryland, (c) the Carolinas, (d) Rhode Island.

_____9. In their triangular trade, the colonial ships bound for Africa carried (a) slaves, (b) sugar and molasses, (c) rum, (d) gold.

_____10. The leader of the rebellion against Governor Berkeley of Virginia in 1676 was (a) Patrick Henry, (b) Nathaniel Bacon, (c) John Smith, (d) Benjamin Franklin.

_____11. Early schools which were held for young children in private homes were called (a) Church schools, (b) kindergartens, (c) grammar school, (d) dame Schools.

_____12. A principal area in North America which was desired by both the French and the English was (a) the Ohio Valley, (b) California, (c) Alaska, (d) Virginia.

_____13. The victor at the Battle of Quebec in 1759 was (a) Montcalm, (b) Wolfe, (c) Washington, (d) Arnold.

_____14. The Act of Parliament authorizing the search of colonial homes was the (a) Stamp Act, (b) Declaratory Act, (c) Virginia Resolution, (d) Writs of Assistance.

UNIT III - PERIOD OF THE REVOLUTION

_____15. The Declaration of Independence was accepted by the Second Continental Congress in (a) 1676, (b) 1776, (c) 1787, (d) 1789.

_____16. In 1777 the British plan to split the American colonies was defeated at (a) Saratoga, (b) Valley Forge, (c) the Battle of Long Island, (d) Germantown.

_____17. The Articles of Confederation provided for (a) a strong President, (b) a Supreme Court, (c) a one-house Legislature, (d) federal taxes.

_____18. The procedure for admitting new states to the Union was written into the (a) Northwest Ordinance, (b) Treaty of Paris, (c) Mount Vernon Convention, (d) Bill of Rights.

UNIT IV - THE FEDERALIST PERIOD

_____19. The executive branch of the federal government is headed by the (a) Congress, (b) President, (c) Supreme Court, (d) Governor.

_____20. The number of Justices in the Supreme Court and the organization of the lower courts was established by (a) the Constitution, (b) the Judiciary Act of 1789, (c) President Washington, (d) the Assumption Plan.

_____21. The President of the United States appoints all Supreme Court Justices with the consent of (a) the Senate, (b) the Vice-President (c) the Speaker of the House, (d) Congress.

UNIT V -JEFFERSONIAN DEMOCRACY ERA

_____22. President Jefferson favored (a) a French Alliance, (b) an embargo, (c) an English alliance, (d) war against France and England.

_____23. The United States bought Louisiana from (a) Napoleon, (b) George III, (c) Montezuma, (d) Louis XIV.

_____24. The Chief Justice who handed down the Marbury n. Madison decision was (a) John Marshall, (b) John Jay, (c) Roger B. Taney, (d) Zebulon Pike.

_____25. One result of the War of 1812 was (a) victory for the United States,(b) victory for Great Britain, (c) annexation of Canada to the United States, (d) respect for the United States.

_____26. The United States obtained Florida by (a) treaty at the end of the War of 1812, (b) purchase from Spain, (c) purchase from France, (d) invasion and annexation.

UNIT VI - JACKSONIAN ERA

_____27. The Missouri Compromise admitted Missouri to the Union as (a) a slave state, (b) a free state, (c) a state in which the question of slavery would be decided by popular sovereignty, (d) half slave, half free.

_____28. The Northwest Territory was settled largely by people from (a) Georgia, (b) New England, (c) Louisiana, (d) Kentucky.

_____29. The outstanding advocates of "States' Rights" during the Jacksonian Period was (a) Andrew Johnson, (b) John C. Calhoun, (c) Daniel Webster, (d) Henry Clay.

UNIT VII - WESTWARD EXPANSION PERIOD

_____30. The Wilderness Road (a) began at Cumberland, Maryland, (b) followed the Cumberland Gap, (c) led into the Everglades, (d) connected the Great Lakes to New York City.

_____31. Railroads became more popular than canals for passenger travel because (a) they were cheaper, (b) they were faster, (c) they were safer, (d) they were cleaner.

_____32. The Whig Party was composed largely of (a) businessmen, (b) farmers, (c) frontiersmen,(d) laborers.

_____33. A leading designer of clipper ships was (a) Robert Fulton, (b) Peter Cooper, (c) Samuel Slater, (d) Donald McKay.

_____34. The mechanical reaper was invented by (a) Eli Whitney, (b) Elias Howe, (c) James Watt, (d) Cyrus McCormick.

UNIT VIII - PRE CIVIL WAR PERIOD

_____35. A free black American who worked in the cause of abolition was (a) William Lloyd Garrison, (b) Frederick Douglass, (c) W.T.G. Morton, (d) Horace Mann.

_____36. The writer who stressed the worth of the individual in the book Walden was (a) Edgar Allan Poe, (b) William Wells Brown, (c) Phillis Wheatley, (d) Henry David Thoreau.

_____37. Texas became a part of the United States by (a) purchase from Mexico, (b) annexation, (c) treaty with Spain, (d) being part of the Louisiana Purchase.

_____38. The author of Uncle Tom's Cabin was (a) Frederick Douglas, (b) Stephen Douglas, (c) Phillis Wheatley, (d) Harriet Beecher Stowe.

UNIT IX - CIVIL WAR AND RECONSTRUCTION

_____39. The President of the Confederate States of America was (a) John C. Calhoun, (b) Robert E. Lee, (c) Jefferson Davis, (d) Stonewall Jackson.

_____40. One of the border states was (a) Virginia, (b) Maryland, (c) Texas, (d) Alabama.

_____41. The Confederacy was split in two with the fall of (a) Vicksburg, (b) Washington, D.C., (c) Richmond, (d) Gettysburg.

_____42. The Union leader who accepted Lee's surrender at Appomattox was (a) William F. Sherman, (b) Ulysses S. Grant, (c) George B. Meade, (d) David G. Farragut.

_____43. One of President Andrew Johnson's handicaps was that he (a) was a Republican, (b) was too willing to compromise, (c) was a southerner, (d) had not supported the Union during the Civil War.

_____44. During the period of Reconstruction, the party in power was the (a) Republican Party, (b) Democratic Party, (c) Populist Party, (d) Whig Party.

_____45. A secret organization formed to keep southern negroes from voting was (a) carpetbaggers, (b) scalawags, (c) Ku Klux Klan, (d) Freedmen's Bureau.

_____46. Bessemer Process was a new method of making (a) aluminum, (b) steel, (c) iron, (d) atomic power.

_____47. The owners of a corporation are the (a) managers, (b) stockholders, (c) state government officials who issue the charter, (d) employees.

_____48. The pattern of today's large research centers was set by (a) Alexander Graham Bell, (b) Cyrus Field, (c) Cyrus McCormick, (d) Thomas Edison.

_____49. Henry Ford's principal of contribution to mass production was (a) interchangeable parts, (b) higher wages, (c) the assembly line, (d) home industries.

_____50. The first president of the American Federation of Labor was (a) Samuel Gompers, (b) Uriah S. Stephens, (c) Robert Wagner, (d) John D. Rockefeller.

_____51. The"Open Door" policy applied to (a) China, (b) Japan, (c) The Panama Canal, (d) Cuba.

_____52. In World I, as in the War of 1812, the United States fought for (a) freedom of speech, (b) freedom from fear, (c) freedom of the seas, (d) freedom from invasion.

_____53. An alley of the United States in World War II was (a) Hirohito, (b) Hitler, (c)Mussolini, (d) Stalin.

_____54. The United Nations body in which each nation has an equal vote is the (a) Security Council, (b) General Assembly, (c) World Court, (d) Senate.

_____55. Following World War II, the policy of the United States in regard to international communism has been (a) alliance, (b) containment, (c) imperialism, (d) neutrality.

_____56. The achievement of civil rights for black Americans by non-violent means was advocated by (a) Martin Luther King, (b) the Black Panthers, (c) H. Rap Brown, (d) Eldridge Cleaver.

_____57. Discrimination in restaurants and hotels on the basis of race was forbidden by (a) Brown vs. Board of Education of Topeka, (b) the Twenty-fifth Amendment, (c) the Civil Rights Act of 1964, (d) an executive order of President Eisenhower.

_____58. The United States obtained Alaska by (a) purchase, (b) war, (c) annexation, (d) treaty.

_____59. The "Watergate Scandal" dealt with (a) illegal campaign practices, (b) the bombing of Cambodia, (c) welfare frauds, (d) the Cold War.

_____60. The use of computers (a) has reduced automation, (b) has been very helpful in scientific research, (c) has decreased, (d) is not an aspect of the technetronic age.

HENRY COUNTY PUBLIC SCHOOLS STUDENT EXPECTATIONS
Paris, Tennessee

DEPARTMENT: Social Studies GRADE LEVEL: 9

COURSE TITLE: Civics

COURSE DESCRIPTION

Prerequisites: None

Credits: 1

Fees: None

Narrative Description: This course is a one year elective offered to freshmen. Its primary goals are to help students:

1. Understand how our government works.
2. Understand what rights and responsibilities they have as American citizens.
3. Realize that citizenship education is a lifelong process.

During the school year, the following areas will be covered: elements of American heritage, the Constitution and Bill of Rights, the federal government, state governments, local government, public opinion, voting, taxation, conservation, our economic system and vocational selection.

COURSE OBJECTIVES

General:

At the close of the school year, the student will:

1. Understand the working of all levels of government.
2. Understand his/her social obligations to family and country.
3. Be better prepared to assume his/her responsibilities.
4. Be aware of his/her responsibilities in government.
5. Be better able to study effectively and independently.

Specific Objectives: When taking a teacher-made test or a test prepared to accompany the textbook, a student will demonstrate with an average accuracy of 75% his/her ability to:

1. Discuss the uniqueness of our heritage by describing the factors which contribute to our differences.
2. Comprehend the importance that families and religion play in American life.
3. Discuss the importance of education to our civic responsibilities.
4. Discuss the background of the framing of our Constitution.
5. Outline the three divisions of our federal government.
6. Define and explain our system of checks and balances.
7. Describe the rights and responsibilities guaranteed by the Constitution.
8. Describe the qualifications, duties and terms of office of members of Congress.
9. Describe the process by which a bill becomes law.
10. Describe the executive branch and major responsibilities of the Cabinet.
11. Discuss the workings of the Judicial branch and the minor federal courts.
12. Describe the operation of state and local governments including law enforcement.
13. Give examples of the civic responsibilities of each American.
14. Discuss the American economic system, business organization, consumer awareness and economic security.

Learning Activities:

1. In the Civics course there is considerable emphasis on current events in government and economics, as well as emphasis on the form of our government and its history. Students are expected to cover the basic text for the course and to be able to demonstrate ability with each of the course objectives. Teacher lectures are used to supplement the text.

Learning Activities: continuation

2. Class discussion is a very important part of the Civics course. Every attempt is made to deal with questions brought up by students.

3. Field trips are another important element of the Civics course. Possible places to visit are the county jail, the county offices, and to the county court. Outside experts such as lawyers, health workers, and judges are also used to supplement trips.

4. Each student is expected to do a semester project. This project involves the reading of books on government and the writing of a 3-5 page report. The semester project will count for one-quarter of the semester grade.

5. The Civics course also uses the teams, games and tournaments approach to learning the basic information on government.

6. One day each week is set aside for work with the newspaper. Students are expected to be familiar with current events, and there is a quiz at the end of each day of newspaper study.

LEARNING MATERIALS

Textbook: Your Life As A Citizen (copyright 1961 updated)

Supplementary Reference Materials:

1. Encyclopedia
2. Almanacs
3. Maps
4. Newspapers

MEDIA MATERIALS

1. Filmstrips
2. Records
3. 16mm films
4. 35mm slides

COMMUNITY RESOURCES

1. Law enforcement agencies
2. Chamber of Commerce
3. Attorneys
4. Bankers

EVALUATION

Evaluation is a measure of the degree to which a student meets requirements and objectives of the course.

Students will be required to actively participate in class discussions and contribute knowledge and opinion relative to the subject being discussed. Questions will be asked at the conclusion of each chapter or sub-chapter and tests will be administered upon the completion of each unit or more often. Satisfactory scores of at least 75% will be required.

All tests and assignments receive equal weight for grading purposes. All grades are averaged to determine the final grade. The only exception to this rule is the semester report which counts for one-quarter of the student's grade.

REPORTING TO PARENTS

Informing parents of student progress is done through report cards, deficiency forms, projects returned, phone calls, and conferences. Report cards are sent out every six weeks. Deficiency forms, when appropriate, are sent to parents approximately mid-way between grading periods. Phone calls and conferences are used as needed to inform parents of special problems or activities.

HENRY COUNTY PUBLIC SCHOOLS STUDENT EXPECTATIONS
Paris, Tennessee

DEPARTMENT: Social Studies GRADE LEVEL: 10-12

COURSE TITLE: World Geography

COURSE DESCRIPTION

Prerequisites: None

Credits: 1

Fees: None

Narrative Description: "We need to know more about the world in which we live and the people with whom we must come in contact. We need to know why they live on certain rivers and in certain valleys, and what they eat and why, what they buy and sell, how they dream, wherein they differ from us and their other neighbors." The New York Times

The relationship between man, his culture and the continent on which he lives is examined carefully. Material is brought in from all the social sciences so that the student will learn how man's culture, civilization, economy, philosophy and life style is affected by the area in which he lives.

COURSE OBJECTIVES

General:

By the end of the school year, the student will be able to:

1. Read, interpret, and use maps, globes, charts, photographs, and other geographic tools in order to gain a wider knowledge of geography
2. Understand his/her role as a world citizen
3. Understand the relationship between physical geography and the economic and social patterns of various people
4. Recognize and understand the economic interdependence of nations as well as the nature of industrial processes and its effect on the working world.
5. Understand the value of resources, the significance of their uneven distribution, and the necessity for conserving them.
6. Read and compare current events with textbook material

Specific:

Unit I - Orientation

A. The student, upon completing Unit I, will be able to:

1. Use a map's key, scale, and symbols with 75% accuracy

2. Plan a trip using road maps with 90% accuracy

3. Describe the formation of the universe and our earth's motion using at least five specific facts in the explanation

Unit II - People and Places

A. Working with materials in the unit will equip the student to be able to:

1. Describe how the earth's surface changes with 75% accuracy

2. Explain the world's climatic system drawing on at least four references to support his/her position

3. Explain at least four ways in which people have changed the natural landscape

4. Locate their community in relation to land and water hemispheres, in latitude and longitude, in regions and in boundaries with 95% accuracy

5. Realize that human beings have interacted with their environment and have developed remarkable cultures and be able to list four characteristics

Unit III to IX - Continents

A. After the study of each continent, the student will be able to write a concise summary of the following with 80% accuracy.

1. Different regions of each continent

2. Ways of life on each continent

3. Various people and their languages, religions, races, cultural influences, education, and governments, in each continent

Unit III to IX - Continents (continuation)

4. Natural features (lakes, mountains, rivers, etc.) of each continent
5. Five major agriculture products produced
6. Three manufacturing and mining products
7. Two major resources that effect their economy

Unit Newspaper: The "Nashville Tennessean" will be used each Thursday in class to enable the student to state how events in our country are related to events that occur far away, make inferences based upon his/her readings, and tell in his/her own words what is happening the world over. The student is to complete these assignments with 75% accuracy on reports, tests, and discussions.

COURSE ACTIVITIES

Course Requirements: Students must be in the 10-12 grade

Student Responsibilities:

The student is responsible for:

1. Preparing daily work
2. Bringing needed materials to class
3. Practicing self-control
4. Doing extra work when needed
5. Taking tests

Learning Activities:

During the course of the school year, the following learning activities will be used.

1. Textbook (reading and question)
2. The library (Books and magazines)
3. Materials furnished by teacher

Learning Activities: continuation

4. Pictures, maps, and filmstrips, TV
5. Discussion
6. Large and small group work

Time Frame: Units vary from one to three weeks. During the first semester, the student studies map reading, land formations, people and places. During the second semester, each continent is studied with special emphasis on understanding its people, economy and natural features.

LEARNING MATERIALS

Textbook:

Supplementary Reference Materials:

1. Video tapes
2. Filmstrips
3. Periodicals
4. Miscellaneous - games, current news, articles (newspaper), other textbooks, and library materials, teacher materials

Supplies and Equipment List:

1. Video machine
2. Cassette and record player
3. Periodicals
4. Newspapers and old textbooks
5. Overhead and opaque projector
6. Maps, globes
7. Library materials

COMMUNITY RESOURCES

1. Speakers
2. Civic clubs
3. Industrial information
4. Landmarks (historical, geographic)

EVALUATION

Evaluation is a measure of the degree to which a student meets requirements and objectives of the course. The student's grade will be based on the following criteria:

1. Completed homework assignments and projects account for 60% of the grade.
2. Class participation, student attitude and behavior accounts for another 30% of the grade.
3. Scores obtained on tests account for the final 10% of the grade.

REPORTING TO STUDENTS AND PARENTS

Informing parents of student progress is done through report cards, deficiency forms, projects returned, phone calls, and conferences. Report cards are sent out every six weeks. Deficiency forms, when appropriate, are sent to parents approximately mid-way between grading periods. Phone calls and conferences are used as needed to inform parents of special problems or activities.

HENRY COUNTY PUBLIC SCHOOLS STUDENT EXPECTATIONS
Paris, Tennessee

DEPARTMENT: Social Studies GRADE LEVEL: 10-12

COURSE TITLE: Economics

COURSE DESCRIPTION

Prerequisites: None

Credits: 1/2

Narrative Description: The purpose of this course is to introduce the student to the fundamentals that govern the American free enterprise system. Free enterprise is a basic part of the American way of life and reflects many of the ideas and values which we as a people cherish.

COURSE OBJECTIVES

General:

At the end of this course, the student will have a basic knowledge of:

1. How governmental and consumer actions affect the cost and effectiveness of an economic system.
2. How each society must provide answers for what and how much will be produced, how it will be produced and for whom it will be produced.
3. The composites of an economic system which include production, exchange, distribution, and consumption.
4. The price mechanism which operates within an economic exchange.
5. How the national income is shared among factors of production--labor, land, and capital--and whether this proportionate share is measurable.
6. An appreciation for the use of national income in economic performances.
7. The role of money and credit in economic activities.

General: continuation

8. The fact that the nation's production of goods and services is the only source of a nation's incomes (wealth).

9. And an appreciation for the fact that the nation's standard of living is determined by the nation's productivity, and only through economic growth have we been able to attain our present standard of living.

10. Our country's economic growth and realize that the federal government uses fiscal policy and monetary policy in an attempt to stabilize the economy of its growth.

11. Foreign trade as a reciprocal process by which we satisfy the economic needs of other nations and other nations come to satisfy our economic needs.

12. The reciprocal process of foreign trade that requires a method of exchange for the payment of trade balances.

13. Other economic systems that may differ from ours and that such systems are competetive with American capitalism.

Specific:

When taking a teacher-made test or a test prepared to accompany the textbook, a student will deomonstrate with an average accuracy of 75%, his/her ability to:

1. Define the term economics and explain why the study of economics is important.

2. Explain the relationship between economic issues and environmental issues.

3. Define the following terms: consumerism, credit, comparison shopping, debt, interest, compound interest, dividend, principle, and broker.

4. Differentiate between common and preferred stock.

5. Define and differentiate between the different types of businesses such as proprietorship, partnership, and corporations and be able to state the advantages and disadvantages of each.

Specific: continuation

6. Define what monopoly, oligopoly, and monopolistic competition are and state the reasons why a monopoly can form.
7. Determine how wages for labor are set.
8. Define the terms: labor force, productivity, employee, and employer.
9. Outline the history of the labor movement including guilds, craft unions, industrial unions, collective bargaining, strikes, and picketing.
10. Determine the importance of the use of land, energy, and entrepreneurship by defining rent, use value, derived demand and economic surplus.

COURSE ACTIVITIES

Course Requirements:

Students should demonstrate at least 75% proficiency on tests, participation in class and complete all homework assignments.

Student Responsibilities:

Students are responsible for:

1. Bringing textbook, notebook, and pencil to the class.
2. Taking notes.
3. Showing interest and attention in class.
4. Putting forth the necessary effort to meet the various class requirements.

Learning Activities:

During the course of the school year, the following learning activities will be used:

1. Lecture
2. Large group and small group discussions
3. Student reports
4. Films and filmstrips
5. Various guest speakers who are invited from the community
6. Reading assignments
7. Practice will be given in filling out a W-4 form, 1040A form and a 1040 form
8. Tests

Time Frame: Economics is a one semester course.

LEARNING MATERIALS

Textbook: Economics for Tomorrow

Pamphlets: "Insurance," "Understanding Taxes," and "APL" series

Media Materials:

1. Filmstrip covering the insurance and APL pamphlets
2. Films on marketing, organization, production and technology

COMMUNITY RESOURCES

1. Guest speakers will talk to class concerning the advantages and disadvantages of owning a small business and buying various types of insurance.

2. A guest speaker from a local bank will also talk to students about their banking needs.

EVALUATION

Evaluation is a measure of the degree to which a student meets the requirements and objectives of the course. A student's grade will be based on the following criteria:

1. Scores obtained on tests account for 50% of the grade.
2. Completed homework assignments, class participation, attitude, and behavior account for the remaining 50% of the grade.

REPORTING TO PARENTS

Informing parents of student progress is done through report cards, deficiency forms, projects returned, phone calls, and conferences. Report cards are sent out every six weeks. Deficiency forms, when appropriate, are sent to parents approximately mid-way between grading periods. Phone calls and conferences are used as needed to inform parents of special problems or activities.

HENRY COUNTY PUBLIC SCHOOLS STUDENT EXPECTATIONS
Paris, Tennessee

DEPARTMENT: Social Studies GRADE LEVEL: 10-11-12

COURSE TITLE: World History

COURSE DESCRIPTION

Prerequisites: None

Credits: One

Fees: None

Narrative Description: World history is an elective subject for grades 10, 11, and 12. During the school year, students will learn about various historical events which have shaped their world. Particular attention will be given to the way in which mankind has thought, lived and expressed himself. For this reason, a multi-disciplinary approach is used which delves into sociology, philosophy, science and art as well as historical past.

COURSE OBJECTIVES

General:

By the end of the school year, the student will:

1. Understand early man's struggle for survival
2. Learn the contributions to civilization made by early man in the Near East, Middle East, Greece and Rome
3. Understand the great contributions of Europeans and others during the Middle Ages
4. Discover how and the manner in which Asia, Africa, and the Americas shaped or changed man's culture
5. Understand the significance of the Age of Exploration and Colonization which led to nationalistic ideals and imperialism including WWI and WWII
6. Obtain a basic understanding of the realignment of nations of the Post World War Era, including the "issues"

Specific:

By the end of the school year, the student will, with at least 75% accuracy as measured by teacher-made tests or other criteria, be able to do each of the following.

1. Know the culture of mankind at various periods of history. Culture will be defined into periods and defined by ages or years.
2. Define specified words and terms relative to world history
3. Recall and list important law codes in the order of their occurrences and explain the strength and weaknesses of each
4. List and write about the teachings of at least ten great world religions
5. Identify tenets of the Christian faith which are democratic in nature and list ten of them
6. List forty facts from outstanding law codes of the world (ex., Hammeropi's Code, Twelve Tables, Ten Commandments, Eight Pathways of Peace, etc., which contribute to democratic thought
7. Name the outstanding works of at least 50 great scholars
8. Do simple charts, graphs, etc.
9. Illustrate some of the great contributions of man as directed by the instructor
10. Do outside reading and prepare a minimum of six reports as required by the instructor
11. Prepare and present a minimum of one special discussion, play, chalk talk, panel, tape or demonstration as directed by the instructor
12. Use the available resources within the library to collect information relative to particular chosen or assigned subjects for presentation to the class

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COURSE ACTIVITIES

The following activities are required:

1. Preparation of assigned work, tests as required and reports
2. Participation in regular newspaper activities during class periods each week
3. Participation in class discussions, role playing, and panel discussions
4. Preparation of audio-visual materials to accompany class work

Student Responsibilities:

The student is responsible for:

1. Attending class and being on time
2. Completing assignments to the best of his/her ability
3. Bringing text, notebook, pencil or pen
4. Taking notes, being attentive, striving to learn, speaking out on issues
5. Helping to keep the room tidy
6. Helping to create a good learning atmosphere

Learning Activities:

During the course of the school year, the following learning activities will be used .

1. Plays
2. Games
3. Art work
4. Map work
5. Displays
6. Chalk talks
7. "Meeting of Minds"
8. Puppetry

Time Frame:

During the first semester, the student studies the evolvement of civilization, law, religion, art and inventions. In addition, current events are discussed at the beginning of class.

During the second semester, the student studies the further evolvement of civilization, law, art, literature, inventions and political changes, as well as man's continued exploration of earth and space. Current events are also discussed daily.

LEARNING MATERIALS

Textbook: Man's Unfinished Journey, Perry et. als.

Supplementary Reference Materials:

1. Encyclopedias, almanacs, library reference material as available
2. Available world history texts
3. Maps, globes, overlays, etc.
4. Newspapers, magazines, clippings, pictorial materials
5. Library books (historical novels, biographies, magazines)

Supplies and Equipment Lists:

1. Notebooks, pens, pencils, construction paper, glue, crayolas, brush pens, magic markers, plywood, other as needed.
2. Used magazines, scissors, pins, tacks, newsprint, wallpaper
3. Costume paraphanalia
4. Pull-down maps, standing maps
5. Room displays
6. Bulletin boards
7. "By Subject" booklets
8. "Graded Materials" which are suited to the comprehension levels of individual students

MEDIA MATERIALS

1. Reference materials
2. Books
3. Films, filmstrips, overheads, maps, globes, records, T.V.
4. Projectors, record players, microfiche, microfilm
5. Newspapers, magazines
6. Braille, records, tapes for visually handicapped

COMMUNITY RESOURCES

1. Resource personnel
2. Ft. Donelson, Ft. Henry, Whitlock Indian Mounds
3. Old cemeteries
4. L.B.L. - old homeplace, draw furnaces, sites of Civil War skirmishes, historical markers

COMMUNITY RESOURCES (continuation)

5. Court house, city hall, Grove Tower Building, Camden gravel pit, churches, old houses
6. Craft shows, art exhibits, antique auctions, excursions
7. Paris City Library

EVALUATION

Evaluation is a measure of the degree to which a student meets requirements and objectives of the course. Evaluation in this course will be based on the following:

1. Tests
2. Projects
3. Artworks (pictures, maps, chalk talks, musical compositions, songs, problem solving, reaction to situations, increase in vocabulary, increased curiosity concerning man's progress, etc.)

Grades will be determined by averaging all grades from daily work, quizzes, exams, homework and special assignments together.

REPORTING TO STUDENTS AND PARENTS

Because so much attention is given to concepts and class discussions, the ability to speak up in class is very important. Some students can be expected to have difficulties in this type of class, and so parent conferences are helpful in explaining students' progress.

Hand-written notes, parent-teacher conferences, telephone calls, and friendly house calls are important ways for letting parents know how their children are doing.

In addition, deficiency reports, report cards, and graded materials (papers, exams, pictorial materials and bulletin boards) will be used to inform parents of student's progress in the course.

M-team meetings or conferences in the assistant principal's office may be necessary in cases where students are having unusual difficulties.

HENRY COUNTY PUBLIC SCHOOLS STUDENT EXPECTATIONS
Paris, Tennessee

DEPARTMENT: Social Studies GRADE LEVEL: 11-12

COURSE TITLE: Sociology

COURSE DESCRIPTION

Prerequisites: None

Credits: ½

Fees: Students will be assessed 25¢ per film to pay for rental costs.

Narrative Description: Sociology is concerned with people in relation to others. Since only a few aspects of sociology can be covered in a semester, the following areas which are of interest to eleventh and twelfth graders will be studied: a definition of sociology, roles, role conflicts, crime, institutions, adolescence, marriage, and the family. If time allows, students will choose from the following for additional areas of study: social status, social deviance, social changes, collective behavior, social movements, racial and ethnic relations.

COURSE OBJECTIVES

General:

Students will:

1. Apply concepts taught in sociology to their lives.
2. Gain self-knowledge.
3. Demonstrate knowledge of topics and concepts discussed in the text.
4. Develop ability to study effectively
5. Develop good questioning skills concerning sociological issues and areas.
6. Read and view (films, television, etc.) with a questioning mind.
7. Become more independent learners.

Specific:

1. After taking part in discussion, taking notes, and reading the assigned text, students will demonstrate with 75% accuracy a knowledge of the following on an objective test (multiple choice, T. F., etc.).

   a. Discuss the process of socialization

   b. Qualify and state socialization during adolescence

   c. Define adolescence and peer group

   d. Recognize man's hereditary advantages over animals and his lack of instincts

   e. Define and distinguish between stereotypes

   f. Contrast adolescence in societies other than our own

   g. Recognize the importance of the peer group in American culture

   h. List the standards of behavior in American courtship

   i. Recognize the goals of socialization: economic maturity, civic maturity, moral and religious maturity, and marital maturity

   j. Recognize the types of communication and the significance of mass communication

   k. Recognize and contrast the types of propaganda

   l. "Significant Others". Identify and appraise "50" parents, peers, teachers

   m. Compare the difference between "morality of authority" and "morality of consensus"

   n. Define norms

   o. Contrast the difference between external and internal control

   p. Interpret the power of group expectations

   q. Define reference groups and roles

   r. Compare the difference between achieved and ascribed position

   s. Compare the difference between prescriptive and proscriptive norms.

Specific: continuation

t. Perform role plays

u. Define status

v. Compare the difference between prestige and esteem

w. Define sex status

x. Define and discuss role conflicts

y. Interpret conflict between men and women in terms of role, prestige, and status

z. Assess the reasons for parent-youth conflict

aa. Define institution and list the types of institutions

bb. Recognize the emphasis on the family as institution

cc. List the types of societies based upon family systems

dd. Identify the different marriage forms and assess the advantages and disadvantages of them

ee. Recognize Don Juanism

ff. Recognize limitations of early engagement and marriage

gg. Discuss the relation between motivation for early marriage and the problems in early marriage

hh. Premarital relationships--advantages and disadvantages

ii. Give the legal definitions of crime, criminal and legal and social accomplices

jj. Recognize the organization and scope of criminal law

kk. Recognize and assess the scope of law enforcement

2. After taking part in discussion, viewing films, taking notes, and reading the text, students will demonstrate with 75% accuracy in an essay situation, a comprehension of the following.

a. The significance of socialization in American life

b. The significance of adolescence

c. The relationship of adolescence to problems in early marriage

d. The relationship of social change with parent-youth conflict

COURSE ACTIVITIES

Requirements: Students will write, take notes, read, take part in discussions, pass assignments, and tests. They will also be expected to do some evaluative thinking. That is, think of possible solutions for a given problem.

Learning Activities:

During the school year, the following learning activities will be used.

1. The major pattern of instruction in this class consists of in-class discussions. Material is presented in lecture or book assignments, and discussion is held to clarify the material.
2. Tests
3. Teams, games, tournament (Students will divide into groups, be given a project, and compete against other groups for grades)
4. Outside reading assignments
5. Outside viewing assignments such as television, films, etc.
6. Games, simulation and role playing
7. Viewing films and filmstrips which generate discussion and relate to material being taught

LEARNING MATERIALS

Textbook: Sociology

Supplementary Reference Materials:

1. Other sociology books
2. Library
3. Magazines
4. Speakers

Supplies and Equipment List:

1. Blackboard
2. Chalk
3. Audio-visual equipment and screen

Media Materials:

1. Magazines
2. Films
3. Filmstrips
4. Television
5. Newspaper articles (Some of these will be available in the student's home or come from the teacher or the library)

COMMUNITY RESOURCES

These could include various professional people in the social science area as well as others.

EVALUATION

Evaluation is a measure of the degree to which a student meets requirements and objectives of the course. Evaluation will be in the form of teacher-made tests--true/false, multiple choice, matching, and some essay. Homework might include reading, viewing certain television programs, and studying tests-

If a student misses more than ten non-consecutive days in the six weeks period, for other than emergency reasons, he will automatically fail.

Subjective methods of achieving affective objectives (such as reducing the tendency to stereotype) might include essays, class discussions, class participation, self-evaluation and peer-evaluation.

Students' grades are based on the following criteria:

1. Scores obtained on teacher-made tests account for 2/3rds of the grade.
2. Class participation, daily work, and student attitude and behavior account for the final 1/3rd of the grade.

REPORTING TO STUDENTS AND PARENTS

Informing parents of student progress is done through report cards, deficiency forms, projects returned, phone calls and conferences. Report cards are sent out every six weeks. Deficiency forms, when appropriate, are sent to parents approximately mid-way between grading periods. Phone calls and conferences are used as needed to inform parents of special problems and activities.

HENRY COUNTY PUBLIC SCHOOLS STUDENT EXPECTATIONS
Paris, Tennessee

DEPARTMENT: Social Studies GRADE LEVEL: 11-12

COURSE TITLE: Psychology

COURSE DESCRIPTION

Prerequisites: None

Credits: ½

Fees: Students will be assessed 25¢ per film to pay for rental costs.

Narrative Description: Psychology is a course designed to promote the understanding of human behavior. In a complex, technological society where relationships are growing more complex and tenuous, and where psychological techniques are being used to manipulate people, it is necessary to expose students to some of the whys and hows of what they do and what others do.

This psychology course is an elective, offered to juniors and seniors for one term. The attempt is made to cover theories and principles of psychology, and to relate these to the individual student. The areas covered include: the definition of psychology, the definition of personality and its theories, abnormal behavior, psycho-therapy, alcoholism and drug abuse. If time permits, students will choose from the following: the life cycle, the brain, sensing and perceiving, parapsychology, consciousness, learning and remembering, thought and language, intelligence, motivation and emotions.

COURSE OBJECTIVES

General:

Students will:

1. Apply concepts taught in psychology to their lives
2. Gain self-knowledge
3. Deepen their awareness and understanding of others
4. Study topics and concepts discussed in the text and in lectures.

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General: continuation

5. Develop ability to study effectively
6. Develop good questioning skills concerning psychology
7. Read and view (films, television, etc.) with a questioning mind
8. Become more independent learners

Specific:

After reading the assigned text, taking notes during lectures, viewing films and filmstrips and taking part in discussion, students will be able to demonstrate the following with 75% accuracy on a true-false, multiple-choice test.

a. Define psychology according to the text
b. Distinguish between the laymans view of personality and the social scientist's
c. Distinguish between the fields of psychology and psychiatry
d. Describe the basic concepts of Freud's personality theory
e. Describe the basic concepts of Jung's personality theory
f. Apply Sheldon's classification of body types to personality
g. Identify the major concepts of Adler's personality theory when given several examples
h. Apply Horner's three basic modes of behavior to people's relations with others
i. Identify from options given Horner's theory of the production of anxiety
j. Analyze Sullivan's stages of development
k. Relate Fromm's needs to the conditions of man's existence
l. Evaluate Fromm's four propositions about man
m. Discuss Erickson's stages of personality development
n. Evaluate Sullivan's and Erickson's theories by comparing the two

Specific: continuation

o. Recall Maslow's hierarchy of human strivings

p. Analyze Roger's theory of personality based upon his form of therapy

q. State in their own words the psychologist's total view of abnormal behavior

r. Recall the basic symptoms of mental illness

s. Distinguish between the major categories of mental illness

t. Distinguish between the various degrees of severity in mental illness

u. Recall types and symptoms of psychosomatic disorder

v. Recall types and symptoms of psychoses

w. Recall types and symptoms of neuroses

x. Recall types and symptoms of personality disorders

y. State the various levels of mental illness and drug abuse and the degrees of severity for each level

z. Discuss the consequences of alchoholism and drug abuse

aa. Distinguish among the various types of drugs involved in addiction and abuse

bb. Recall the definition of addiction

cc. List the consequences of addiction for society

dd. Identify the consequences of mental illness for the individual and the family by reading Dibs: In search of Self

ee. Recognize the consequences of schizophrenia for the individual and the family by hearing the story "This Stranger, My Son," Reader's Digest, October issue, 1968.

ff. Recognize the consequences of phobias for the individual by hearing excerpts from Marnie

COURSE ACTIVITIES

Requirements: Students will read, write, take notes, take part in discussions, pass assignments and tests. They will also be expected to do some evaluative thinking, that is, think of possible solutions for a given problem.

Learning Activities:

During the school year, the following learning activities will be used:

1. The major pattern of instruction in this class consists of in-class discussions. Material is presented in lecture or book assignments, and discussion is held to clarify the material.
2. Tests
3. Teams, games, tournament (Students will divide into groups, be given a project and compete against other groups for grades)
4. Outside reading assignments
5. Outside viewing assignments--such as television, films, etc.
6. Games, simulation and role playing
7. Viewing films and filmstrips which generate discussion and relate to material being taught

LEARNING MATERIALS

Textbook: Fundamentals of Psychology

Supplementary Reference Materials:

1. Other psychology books
2. Library
3. Magazines
4. Speakers

Supplies and Equipment List:

1. Blackboard
2. Chalk
3. Audio-visual equipment and screen

Media Materials:

1. Magazines
2. Films
3. Filmstrips
4. Television
5. Newspaper articles (Some of these will be available in the students' homes or come from the teacher or the library)

COMMUNITY RESOURCES

These could include various professional people in the social science area as well as others.

EVALUATION

Evaluation is a measure of the degree to which a student meets requirements and objectives of the course

Evaluation will be in the form of teacher-made tests--true/false, multiple choice, matching and some essay. Homework might include reading, viewing certain television programs, and studying tests.

If a student misses more than ten non-consecutive days in the six weeks period, for other than emergency reasons, he will automatically fail.

Subjective methods for achieving effective objectives might include essays, class discussions, class participation, self-evaluation and peer-evaluation

Students' grades are based on the following criteria:

1. Scores obtained on teacher-made tests account for 2/3rds of the grade

2. Class participation, daily work, and student attitude and behavior account for the final 1/3rd of the grade

REPORTING TO PARENTS

Informing parents of student progress is done through report cards, deficiency forms, projects returned, phone calls, and conferences. Report cards are sent out every six weeks. Deficiency forms, when appropriate, are sent to parents approximately mid-way between grading periods. Phone calls and conferences are used as needed to inform parents of special problems or activities.

HENRY COUNTY PUBLIC SCHOOLS STUDENT EXPECTATIONS
Paris, Tennessee

DEPARTMENT: Social Studies **GRADE LEVEL:** 11-12

COURSE TITLE: American History, These United States, Shenton, et. al.

COURSE DESCRIPTION

Prerequisites: This is a required course for graduation and is taken in the eleventh grade.

Credits: One

Fees: None

Narrative Description: This subject is designed to be a chronological study or treatment of the nation's past. The text presents a positive view of America and its place in the world. The authors of this text emphasize recent history, devoting almost half of the text to the twentieth century, much of it to post World War II.

Because of the value of sequence in determining cause and effect, this course will be presented in chronological order. The emphasis will be on 19th and 20th Century history. The primary purpose of this study is to relate events with the past and to predict movements, trends, and cycles for the future.

COURSE OBJECTIVES

General:

By the end of the school year, the student will be able to:

1. Trace events from the earliest human occupation of North and South America to the adoption of the United States Constitution.
2. Evaluate the leadership of Washington as it contributed to our early success as a nation, the world's "last, best hope".
3. Evaluate major successes and failures in the life of the American nation from Washington's time through the Civil War era.
4. Recognize the chief causes of change through the Golden Age, and its effect upon our way of life, such as buildings, clothing, attitudes towards morality, and interest in the arts and travel.

5. Understand the reasons behind the demands for reform and improvement during the Progressive Era, and the impact which this age had on American thought.

6. Know what factors made the United States a world power and how the Depression of the 30's affected American thought as it related to governmental change immediately before and after World War II.

7. Relate postwar America to current problems, unrest and cultural change.

Specific:

The student will:

1. Be able to identify with 75% accuracy at least five accomplishments of the American Indian.

2. Explain with 90% accuracy the role of tobacco in the United States 1607-1775.

3. Be able to differentiate with 75% accuracy the reasons for the Indians' acceptance of the French and hostility towards the English.

4. Be able to take maps of North America and explain with 80% accuracy the changes in national ownership of the United States of America.

5. Achieve an average of 75% or more on six tests covering the Constitution and the Bill of Rights.

6. Be able to list in chronlogical order the steps leading to the American Revolution and Independence with 70% accuracy.

7. Be able to explain the Electoral System or Electoral College by role playing to a degree of 80% accuracy.

8. Outline the major points of the Monroe Doctrine with 75% accuracy.

9. In reference to the Supreme Court, demonstrate a knowledge of the impact of Chief Justice Marshall, Taney, etc. in pre-determining history through major decisions with 80% accuracy.

10. Be able to accurately prove by at least five incidents the idea that "Power concedes nothing without a demand" as this applies to the issue of slavery.

11. After studying the 20's and 30's, be able to describe (5 examples) the changes in values and morals, ups and downs of American business; as well as the leaders and their achievements during these two periods with 75% accuracy.

12. After completing activities from chapter 24 to the end of the book, be able to list several (a minimum of 5) facts about the following:

    A. Events before and after World War II,
    B. Events before and after the Korean conflict,
    C. Events before and after the Vietnam conflict,
    D. Leaders and personalities during these time periods,
    E. Social and economic conditions, and problems and accomplishments during these time periods,

13. By the end of the school year be able to discuss current events from newspapers read in the classroom with at least 75% accuracy.

COURSE ACTIVITIES

Course Requirements:

United States History is a requirement for graduation from high school. The course is taught with particular emphasis on concepts and the "whys and wherefores" of history, rather than on the memorization of facts. Students are expected to participate actively in class sessions.

Student Responsibilities:

1. Each student is expected to conduct himself in a mature manner.
2. He/she must bring the textbook, paper, pencil or pen, and any other assigned materials to class every day.
3. Regular attendance and class participation is expected as a daily part of classroom activity and learning

Learning Activities:

During the school year, the following learning activities will be used:

1. Reading assignments within the textbook.

2. Research activities on specific historical topics.

Learning Activities: continuation

3. Debates and group discussions ~~where~~ in which all class members are expected to take part
4. Demonstrations, film, and lectures.
5. Testing of the student's ability to deal with all of the course objectives .

Time Frame:

The course is divided into specific units, but because discussion is so important, each class period is important in itself. During the first semester, the following topics will be covered: the Age of Discovery, the founding of America, the Constitution and Bill of Rights, and America's progress up to the Civil War. In addition, current events are discussed at the beginning of class every day.

During the second semester, ~~the~~ progress of American from the Civil War up and to the present is taught. Current events are also discussed daily.

LEARNING MATERIALS

Textbook: These United States, Houghton Mifflin Co., 1978

Supplementary Reference Materials:

1. Various encyclopedia
2. Almanacs
3. Maps
4. Newspapers
5. Microfiche

Supplies and Equipment List:

1. Supplemental texts, historical novels and television
2. Puppets for role playing
3. Art materials for diaramas, bulletin boards, illustrations and other creative expressions
4. Simple costuming materials
5. Magazines for clippings and illustrations

MEDIA MATERIALS

1. Record players and tape players
2. Filmstrips and 16mm films
3. Microfiche and microfilm
4. Overhead projector

COMMUNITY RESOURCES

1. Law enforcement agencies
2. Attorneys
3. Bankers
4. Civic clubs
5. Veterans of World War I, World War II, Korea, Vietnam, Phillipine insurrection
6. Court house, historic homes, cemeteries, Ft. Donelson, Ft. Henry
7. Land Between the Lakes, old homeplace, college resource personnel (Murray, Martin, Bethel, Lane, Union, etc.)

EVALUATION

Evaluation is a measure of the degree to which a student meets requirements and objectives of the course.

Grades will be objectively determined as much as is possible by averaging all grades from daily work, quizzes, exams, homework and special assignments. Regular attendance and class participation will insure better grades. Exams will come from classwork, notes, library study, text assignments and designated supplementary materials. Tests will be completed with at least 75% accuracy.

REPORTING TO STUDENTS AND PARENTS

Because so much attention is given to concepts and class discussions, the ability to speak up in class is very important. Some students can be expected to have difficulties in this type of class, and so parent conferences are helpful in explaining students' progress.

Handwritten notes, parent-teacher conferences, telephone calls, and friendly house calls are important ways for letting parents know how their children are doing.

In addition, deficiency reports, report cards, and graded materials (papers, exams, pictorial materials and bulletin boards) will be used to inform parents of student's progress in the course.

M-team meetings or conferences in the assistant principal's office may be necessary in cases where students are having unusual difficulties.